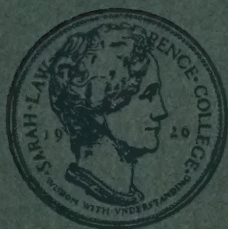


5a71H
1930/31

OCT 19 1930

SARAH LAWRENCE
COLLEGE



1930-1931

Handwritten signature in blue and red ink.

SARAH LAWRENCE COLLEGE
BRONXVILLE, NEW YORK

COMMITTEE ON ADMISSIONS

TELEPHONE
BRONXVILLE 0700

METHOD OF PROCEDURE TO BE FOLLOWED IN APPLYING FOR ADMISSION TO THE
FRESHMAN CLASS OF SARAH LAWRENCE COLLEGE.

Sarah Lawrence College can accept only a limited number of students in any one year. In order to make procedure clear to applicants the Committee on Admissions has agreed upon the following plan for the college year 1931-32.

1. The first step for a prospective student is to fill in and return a general registration blank provided by the college. This should be accompanied by a fee of \$20.00 to cover the cost of securing various preliminary records. This fee is not returnable.
2. The first registration list will be closed January 15, 1931.
3. The following blank forms will be mailed to each applicant:
 - (a) A blank to be filled in by the applicant (Form A).
 - (b) A blank to be filled in by her parents (Form B).
 - (c) A health certificate to be filled in by her physician.

These forms *must be completed and returned to us before February 2*. They should be accompanied by a snapshot of the applicant.

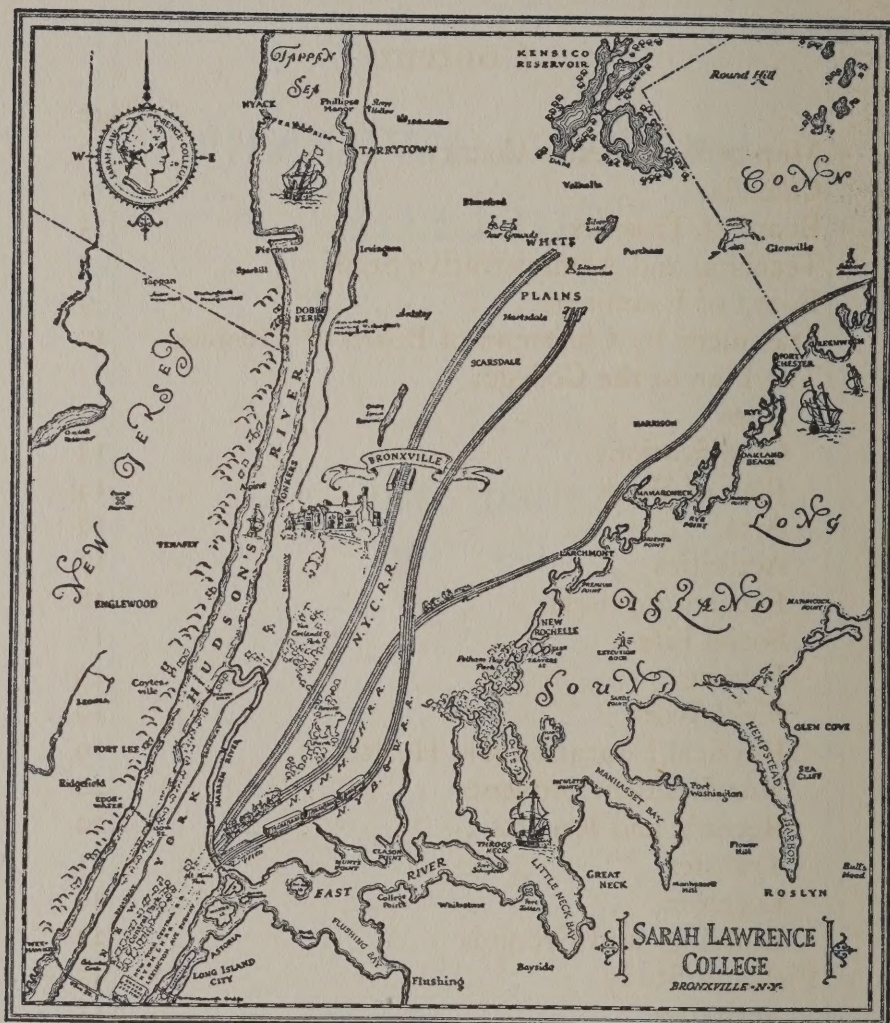
4. Between January 16 and February 16 a scholastic aptitude test will be given to each applicant, who will be duly notified of the time and place.
5. On February 2, a blank (Form C) will be sent to each preparatory school to secure the school records. This should be completed and returned to the college by February 23. A supplementary sheet for the record of the final semester will be sent on June 2.
6. Applicants will be notified in regard to acceptance on or about May 1. If there is not room for all students whose credentials are acceptable, a list will be kept of those who are willing to wait for possible vacancies occurring during the summer.

Students applying after January 15, 1931 will be placed on a reserve list; the blanks listed above will be sent to them in due time, and special arrangements will be made for them to take the scholastic aptitude test. They will be notified in regard to acceptance as soon as possible after their complete records have been considered by the Committee on Admissions and providing there are still vacancies remaining after all the applicants on the first registration list have been considered.

SARAH LAWRENCE
COLLEGE

THIRD YEAR
1930-1931

BRONXVILLE, NEW YORK



MAP OF WESTCHESTER COUNTY
Showing Bronxville, the seat of Sarah Lawrence College

Contents

| | Page |
|---|------|
| Map of Westchester County | 2 |
| Calendar | 4 |
| Board of Trustees | 5 |
| Teaching and Administrative Staff | 7 |
| Board of Examiners | 9 |
| Statement by Chairman of Board of Trustees | 10 |
| The Plan of the College: | |
| Aims | 13 |
| Qualifications | 13 |
| Plan of Work | 14 |
| Arts | 16 |
| Activities | 17 |
| Faculty Advisers | 18 |
| Social Life | 18 |
| Leisure | 19 |
| Field Work | 19 |
| Physical Education and Health | 19 |
| Non-Resident Students | 20 |
| Records and Reports | 20 |
| Transfer | 21 |
| Location | 22 |
| Buildings and Grounds | 22 |
| Fields of Study | 25 |
| Activities | 51 |
| Fees and Expenses | 55 |
| Admission | 57 |
| Sarah Bates Lawrence | 59 |
| William Van Duzer Lawrence | 63 |
| Student Roll | 67 |

Calendar 1930-1931

1930

October 2, Thursday. Freshman Registration.

October 6, Monday. Senior Registration.

November 27, Thursday. Thanksgiving recess, one day.

December 19, Friday. Christmas recess begins at 12.30 P.M.

1931

January 5, Monday. College reopens at 12.30 P.M.

March 27, Friday. Spring recess begins at 12.30 P.M.

April 5, Easter Sunday.

April 8, Wednesday. College reopens at 12.30 P.M.

June 13 to 16, Saturday to Tuesday. Commencement program.

Board of Trustees

CHARTER MEMBERS

Henry Noble MacCracken, Ph.D., *Chairman*
Poughkeepsie, N. Y.
Charles S. Andrews, *Treasurer* . . . *Bronxville, N. Y.*
Dudley B. Lawrence, A.B. . . . *Bronxville, N. Y.*
Rev. Charles W. Robinson, D.D. *Bronxville, N. Y.*
Julia Titsworth *Bronxville, N. Y.*

NOMINATED BY VASSAR COLLEGE

Stephen P. Duggan, Ph.D. . . . *New York, N. Y.*
Raymond B. Fosdick, LL.D. . . *New York, N. Y.*
Elizabeth Forrest Johnson, A.B. *Bryn Mawr, Pa.*
Ray Morris, A.M. *New York, N. Y.*
Frances Fenton Park, Ph.D., *Secretary*
New York, N. Y.

EX-OFFICIO

Constance Warren, M.A., *President of the College*
Bronxville, N. Y.

Trustee Committees

Administration

Constance Warren, *Chairman*
Stephen P. Duggan
Raymond B. Fosdick
Charles W. Robinson

Finance

Charles S. Andrews, *Chairman*
Dudley B. Lawrence
Ray Morris

Building and Grounds

Dudley B. Lawrence, *Chairman*
Frances Fenton Park
Charles S. Andrews



Entrance to Westlands, the Administration Building

Teaching and Administrative Staff

Constance Warren, M. A., *President*

Olga Swoboda, *Bursar*

Paul Clifford Cassat, A.B., *Auditor*

Beatrice Doerschuk, A.B., *Director of Education*

— Ermine Stone, M.S., *Librarian*

— Eleanor C. Wilkins, B.S., *Assistant Librarian*

Frances B. Flournoy, A.B., *Secretary on Admissions*

Mabel Wiley Kelley, *Registrar of Absences.*

Madaline Kinter, Ph.B., *Records Clerk*

Jessie Bidwell, *Office Secretary*

Helen Sarepta Bowman, M.A., *Dean of Non-Resident Students*

Marian Knighton, M.A., *Director of Physical Education*

Margaret B. Pierce, R.N., *Health Director*

Agnes Houston, R.N., *Assistant Nurse*

Henry E. McGarvey, M.D., *Consulting Physician*

George H. Whitehouse, *Director of Works*

Helen Woodward, *Director of Residence*

Katherine Hunt, *Assistant Director of Residence*

| | |
|-----------------------------------|--------------------------------|
| Theodora Mead Abel, Ph.D. | Psychology |
| Edward A. Aswell, B.A. | Publications |
| John Tull Baker, Ph.D. | Philosophy |
| Norma Bird, M.A. | Psychology |
| Adele Brebner, M.A. | Literature |
| Richard Burton, Ph.D. | Literature |
| Twila Lytton Cavert, M.A. | Social Service |
| Avis B. Charbonnel | Pianoforte, Music Appreciation |
| Ethel L. Coe | Art |
| Margaret V. Cossé, M.S. | Business |
| Gleb W. Derujinsky | Sculpture |
| Elise F. Dexter, Ph.D. | German |

| | |
|---|-----------------------------------|
| Elizabeth Duffy, Ph.D. | <i>Psychology</i> |
| Grace Loucks Elliott, M.A. | <i>Don</i> |
| Helen Evans, M.A. | <i>History</i> |
| Fredericka H. Fales, A.B. | <i>History</i> |
| Elizabeth M. Fitch, A.B. | <i>History</i> |
| Grace E. Fox, M.A. | <i>History</i> |
| Frederic P. Hart | <i>Musical Theory, Pianoforte</i> |
| May Hall James, Ph.D. | <i>Sociology</i> |
| Lucie G. Jowers | <i>Design, History of Art</i> |
| Alice Joy, M.A. | <i>Physical Science</i> |
| Helen Knoeller | <i>Voice</i> |
| Katharine F. Liddell, M.A. | <i>English</i> |
| Mildred L. Little, M.A. | <i>Literature</i> |
| Helen M. Lynd, M.A. | <i>Social Science</i> |
| <i>Chairman, Research Committee</i> | |
| Miriam L. McClammy, M.A. | <i>Philosophy</i> |
| Anita Marburg, Ph.D. | <i>Economics and Literature</i> |
| Aida Mastrangelo, Ph.D. | <i>Italian</i> |
| Lois Barclay Murphy, B.D. | <i>Religion</i> |
| Marie Nichols | <i>Violin</i> |
| E. H. C. Oliphant, M.A. | <i>Literature</i> |
| Elizabeth Barrett Peabody, M.A. | <i>Biological Science</i> |
| Marthe Pillois | <i>French</i> |
| Harrison Potter | <i>Pianoforte</i> |
| Germaine Reni-Mal, M.A. | <i>French</i> |
| Anita L. Simpson, A.B. | <i>Spanish and French</i> |
| Milton Smith, Ph.D. | <i>Dramatics</i> |
| Jerome Swinford, B.Litt. | <i>Voice</i> |
| Paul Vellucci | <i>Pianoforte</i> |
| Ruby Carlton Walker, M.A. | <i>Dramatics</i> |
| Caroline Whitney, A.B. | <i>Economics</i> |
| Paule L. Cornell | <i>Secretary</i> |
| Florence Fitzhugh | <i>Secretary</i> |
| Mary Milligan | <i>Secretary</i> |
| Margaret Roycroft | <i>Secretary</i> |

Board of Examiners

CHAIRMAN

Adam Leroy Jones, Ph.D.,
Director of Admissions, Columbia University.

MEMBERS

Edith R. Abbott, A.B.,
Metropolitan Museum of Art.

Mary Albertson, M.A.,
History, Swarthmore College.

Wilfred A. Beardslee, Ph.D.,
Romance Languages, Goucher College.

Margaret de Schweinitz, Docteur de l'Université de Paris,
French, Vassar College.

Horace L. Freiss, Ph.D.,
Philosophy, Columbia University.

Sophie Chantal Hart, M.A.,
Rhetoric and Composition, Wellesley College.

Charles T. Haubiel,
Music, New York University.

George W. Mullins, Ph.D.,
Mathematics, Barnard College.

Mabel Newcomer, Ph.D.,
Economics, Vassar College.

Albert T. Poffenberger, Ph.D.,
Psychology, Columbia University.

Eduard Prokosch, Ph.D.,
German, Yale University.

Bruno Roselli, Doctor of Laws and Social Sciences,
Italian, Vassar College.

Winifred Smith, Ph.D.,
English, Vassar College.

Abby Howe Turner, Ph.D.,
Physiology, Mount Holyoke College.

Harvey W. Zorbaugh, A.B.,
Educational Sociology, New York University.



Westlands

Statement by
Dr. Henry Noble MacCracken

*Chairman of the Board of Trustees of
Sarah Lawrence College*

AS a school of vocational training, and as a supplementary link in the public system of education between high school and state university, the junior college has proved its usefulness. Is there room for a third type, a two-year college of liberal arts? The trustees of Sarah Lawrence College believe that there is, and the response since the institution of their plans has gone far to justify this faith.

The liberal arts, today, are those studies that lead to broader generalizations of natural law, to wider

application of this knowledge, to higher reaches of the imaginative impulse, to a more generous attitude toward society. Opinions may differ as to what studies best exemplify these aims; but agreement is universal that in such a program the method of instruction, the personality of the teacher, and the general atmosphere of the college are the vitalizing factors.

Premature specialization, routine drill in non-essentials, memorized recitations, vague descriptions of civilization cannot possibly bring about this freeing of the spirit that is the aim of a liberal education. The test of such an education is not whether the lessons are hard, the weekly schedule crowded to the limit of human endurance, the various picture-puzzles smoothly fitted together on time. The real test should measure the enhancement of personal powers; and for this leisure is needed, leisure in which work can be done without strain, and with some sense of its wider relations of meaning.

This is not a plea for superficiality, for work ill done, lessons of life half learned, glibness of tongue or pen. Education, to be liberal, must be tested in terms of what it does for the student. Thus the college is tested, and the student is the examiner, a wholesome reversal of present practice.

The range of human knowledge is so great that in two years no general survey of it can possibly be adequate. It is better to make an approach to learning through certain recognized gateways, to learn to find one's way about with certain excellent guides, to handle a few tools with definite skill. This is not a finishing, but a beginning process. For

freedom is an attribute, not of possession, but of competency.

The curriculum of Sarah Lawrence College consists, therefore, of the recognized formal disciplines of our time. The experimental element enters in trying out new approaches, fresh materials, untested methods for these departments of study.

Higher education in America is chiefly for the specialist, the professional worker or student. That is inevitable. But it is well that there should be institutions devoted to another ideal, which look to the spirit and method of instruction as even more important than subject-matter, and to development of personality rather than to increase of knowledge.

To students to whom such a goal appeals, for whom two years of college seem at present an adequate term, who desire a residential college community outside of the metropolitan tumult, yet near enough to share its treasures fully, the program of Sarah Lawrence College is commended. Others living in or near Bronxville, and wishing to combine home residence with such a plan of study will also be welcome. Students at this college must expect to pay some of the penalties of pioneers in a critical academic world. They may hope to reap some of the rewards in character building that come to pioneers.

The Plan of the College

Aims. Sarah Lawrence College is designed to experiment, on the college level, with the development in practice of the more recently established principles of education. The aim is to provide such conditions as will be most conducive to the student's growth and learning so that she may develop to the full her capacities for a rich and happy life. To this end it is important to recognize the total personality of the student as the educational unit rather than to isolate her intellectual development. Individual differences are taken as fully as possible into account in the selection of students, in arranging each student's program, in setting goals to be attained, and in evaluating achievement. Subject matter must be selected and organized in such a way as to help the student to discover her real interests and to promote their development, as well as to further her understanding of the basic forces which underlie the society in which she lives. Methods of procedure are based upon the principles that learning comes by doing, that all education must be self-education and that it proceeds best when there is readiness to learn. The method is aimed at progressing from the student's present development and interest through her initiative, resourcefulness, and responsibility for her own achievement, and is therefore as far as possible inductive.

Qualifications. The college selects from among the applicants for admission those who give promise of being ready to profit most from such a plan of college education. It seeks evidence of some ability to do independent work as expressed by a desire for it or by some actual accomplishment. An element of discrimination and judgment is important in a situation requiring independent responsibility in selection and method of work. A certain maturity, also, in relation to other people, expressing itself through some ability to make decisions, and to contribute to the group without being unduly influenced by it, is desirable. No one of these factors is exclusive of any of the others; it is rather the mutual relation and balance among such characteristics that would determine the qualifications of any one applicant.

Plan of Work. Sarah Lawrence College is a junior college; a diploma is granted after two years of college work. The program is regarded as falling within four general fields: the arts, modern languages and literature, the social sciences, and the natural sciences. The aim is to avoid departmental division within fields and to recognize constantly the interrelationships among these general fields; in short, to clarify for each student her objectives and projects and to bring to bear upon them the significant resources from all fields.

There are no required courses. Each student chooses, in consultation with a faculty adviser, the field of work which most interests her; in general she plans to take during the two years at least one course in each field, selecting as far as possible those which

will correlate best with her major interest. Opportunity is given for periodic conferences with the same adviser to measure the steadiness of the original interests and the development of new ones. A student usually carries three major courses, in each of which there is a two-hour group meeting unless the subject can be better developed in more frequent meetings. The class meetings are informal since much of the work is carried on by the students in group discussions and reports. The student has at least one individual conference with each instructor weekly in which her special lines of work are discussed and help is given, if necessary, in the organization of material and methods of study.

The schedule is arranged to provide for continuous periods of uninterrupted time for study, and to limit the number of subjects in order to encourage more extensive work in each under conditions free from pressure.

A suggested syllabus of the work in each course for the year is given to the student at the beginning of the term. The flexibility of the syllabus permits students who find themselves able to proceed more rapidly than the group, to undertake additional work in order that each one may achieve results commensurate with her ability. It also enables students to substitute their own investigations, where pertinent, for the suggested outline of work. The methods of work seek to foster ability to investigate thoroughly as well as to select and organize material for presentation in a concise and logical manner. It is here that the plan offers most to the eager student. There are no clearly defined limits to the extent of her

progress. She moves forward under her individual momentum, rather than under pressure.

Until the student has learned to budget her time so that each day has its proportion of work and recreation, she is made conscious of the varied problems by keeping a time chart which provides for recording the time spent on academic work, major activity, leisure time pursuits and sports.

At the beginning of the year entering students are tested in written English and reading. If weakness appears special assistance is given in making up deficiencies. Placement tests are also offered for those who wish to study French, art, or music. General instruction is provided in methods of study, including the use of libraries.

Arts. This college has from its beginning recognized the arts as a major field of study. A degree of skill is of great value in the development of appreciation, aesthetic judgment, taste, sense of proportion and values; this is an important aspect of the education of students of college age, since the principles which are common to music, sculpture, painting, architecture and literature, may have their application also in social science and in practical life.

For students seriously interested in becoming proficient in any of the arts, the college offers unusual opportunity to combine their special pursuit with enrichment through work in related fields.

The music department, with professional staff, special studios and practice rooms, is well equipped to give students thorough training, both technical and musical.

The art department, with studios for drawing and painting, sculpture, and crafts, offers students well directed art practice with development of appreciation and acquaintance with the art of the past and the present.

The dramatic workshop gives opportunity, under expert guidance, of working with the play as a unified artistic pattern involving the cooperation of activities as diversified as directing, acting, designing, managing, costuming, carpentry, stage lighting, etc.

For students particularly interested in writing there is opportunity for practice in writing in various forms, for criticism, and for work on college publications, under the supervision of faculty members especially equipped in this field.

Activities. Following the changes in conception of what constitutes legitimate subject for study, the college makes an effort to get the full educational value from activities which elsewhere usually remain extra-curricular. Such activities are here organized by the students on a more systematic basis and are regarded as having an important place in the curriculum with marked educational value along many lines. These are called major activities and each student elects one.

The purposes of the activities are to provide training in group work as a necessary supplement to the more individual work of the classroom; to develop leadership, as well as the equally important ability to work under leadership of one's own choosing; to make a contribution to the interest and richness of the community life; as well as to develop latent talents.

The faculty adviser explains techniques for the handling of difficult problems and develops the educational possibilities of the group interest.

The work is carried on in ways determined by the students who are encouraged to build up the most stimulating and significant group enterprises which they can devise. A two-hour group conference is held weekly in which fundamental principles and plans for the laboratory work are discussed. The work of the students in each group is evaluated by a committee of its members acting with the adviser. A description of each activity will be found on later pages.

Faculty Advisers. Each student has a faculty adviser called a don who occupies a strategic position in the plan of the college. The first aim of the don is to stand ready to assist the student. To do this effectively she cooperates with the student and her teachers in the correlation of her work. She advises in the matter of health habits, helping the student in the development of her own best judgment. It is the privilege of the don, through her intimate knowledge of the student, to help her in making decisions as to the amount of time she may profitably spend in outside social life, rather than to depend on a system of cuts. The don serves as a clearing house for the discussion, clarification and unification of all the student's activities. The development of independent judgment on the part of the student is the don's first consideration.

Social Life. The college imposes few social restrictions, preferring to give its students the experience of sharing as many normal contacts of life as possible

without interfering with their work. It imposes upon the student the responsibility for upholding the integrity of the college community. It is for this reason that a certain maturity in relation to other people is an important qualification. This plan by which the student directs her own conduct, with the full cognizance and advice of the don, provides an unusual opportunity for social development.

Leisure. The college appreciates the recent emphasis on the necessity for training in the profitable use of leisure. The newly found leisure among all classes should result in an increase in culture and fine living. Believing that the wise use of leisure during college days will contribute materially to such enrichment of adult life, the college offers many kinds of leisure time activities such as work in simple horticulture and astronomy, photography, crafts, typing, or forming groups for informal discussion of religion, philosophy or literature. Some students do limited work in music, art or dramatics, attend courses not included in their major program, or develop special athletic skills. The student gives her don an account of her leisure time pursuits.

Field Work. The nearness to New York makes it possible to use the city as an educational laboratory. Unusual community facilities are available also in Westchester County. In addition to sustained work in various libraries, museums, and other organizations, field trips are planned by which the students, with instructors, take advantage of the numberless opportunities which the vicinity affords for the enrichment of the educational program.

Physical Education and Health. In physical education, recognizing the student as a unit, the college aims not only to develop the body, but to coordinate physical welfare with success in work and fitness for participation in social life. The program utilizes the full educational value of group games and sports. The sports pursued are the ones in which the student is most likely to develop a lasting interest. These are listed under Activities.

The college maintains an infirmary with a graduate nurse who also acts as health director and an assistant nurse. Lawrence Hospital in Bronxville is available for acute cases and one of the hospital physicians is retained as consultant in connection with the college health program.

Non-Resident Students. It was the wish of the Founder that the college should provide for young women in this neighborhood an opportunity to secure a college education. There are at present approximately sixty day students for whom careful provision is made on the campus. They have also a special dean who studies their problems and keeps them in close touch with the college life. Participation in the major activities as well as in class discussions tends to bring about a closer contact than is usual between resident and non-resident students.

Records and Reports. To measure growth in such an educational scheme, and thereby to test the progress of the experiment, is a major responsibility of the college. A research committee includes in its study observation of the development of modern

educational measurements; it prepares and revises record forms by which to guide the progress of this particular educational experiment.

The Board of Examiners, made up of faculty members of neighboring four-year colleges and universities, sets and scores examinations at the end of each year in all the work. The purpose of the examinations is, primarily, to establish grades in terms of common usage among other colleges, which will be useful to the student who plans to transfer. In addition, conferences between examiners and faculty members, comparisons of judgment in regard to students' achievement and general comments by the examiners on the work of the college have been a very valuable asset.

After the first three months of the freshman year a report of the student's progress is made to the parents or guardians and thereafter at any time upon request. Superior work is recognized by a distinction at the time of graduation, and is so recorded. No percentage or letter scale is used; the aim is to measure the student's achievement in relation to her ability rather than in comparison with others.

Transfer. The junior college course here is primarily intended for those students who desire two years of liberal arts work as an end in itself or as a preliminary to further training in special professional or technical fields. The program of this college does not lend itself readily to standard academic measurement but if students desire to continue their study in other colleges transfer with advanced standing may be arranged. Such students will take the

examinations prepared by the external examining board listed on an earlier page.

Credit for two years of work at Sarah Lawrence College varies somewhat in different educational institutions, especially in the case of the arts and the activities. Because of this a student should not *in general* expect junior standing elsewhere.

The plan of the work here is adequate for three consecutive years; in response to a demand for further study under this system a small group from the first class to complete the two-year course is returning in 1930 for a third year.

Location. The college is located in historical Westchester County on the outskirts of Bronxville, thirty minutes by express train from New York, equally distant by three to four miles from the Hudson River on the west and Long Island Sound on the east.

Bronxville is a beautiful suburban residential community. Of special significance to the college are its outstanding progressive public school system, churches of various denominations, well-equipped public library, and excellent hospital which, like the college, represents Mr. Lawrence's generosity to the community.

The rich facilities of New York are easily accessible for use in connection with college work. This nearness to New York, with the college plan of uninterrupted time might easily attract the type of student who would expect here an opportunity chiefly for social life. This is one reason for special care in selecting students who have the ability and the urge to do college work in a situation requiring some independent responsibility.

Buildings and Grounds. The campus consists of twelve and one-half acres of hill top. The land was selected by Mr. Lawrence for his own use, and on it he built his home, Westlands, finished in 1918, and now the nucleus of the college. This building is admirably adapted to purposes of administration and instruction, and contains living quarters for thirty students.

Mr. Lawrence also erected two smaller buildings. One is being enlarged and is used as an infirmary, and the other has been converted into studios for the use of the Music Department. This building is named for Mrs. George St. J. Sheffield, whose generous gift of a music library contributed substantially to the educational resources of the college.

To these three buildings have been added since 1928 four dormitories, containing suites of two single bedrooms with a bath between, and a few double bedrooms with baths adjoining. Each bedroom is furnished with a cot bed, bureau, desk, bookcase, easy chair, and straight chair. Students supply bedding, towels, window draperies, and rugs. Rooms will be assigned in August in the order of application. The ground floors of the dormitories afford living rooms, class rooms, a well-equipped dramatic workshop, and a large library. In honor of the charter members of the first Board of Trustees, these buildings are named Dudley Lawrence, Titsworth, Gilbert, and McCracken Halls.

The fifth building, Bates Hall, perpetuating the family name of Mrs. Lawrence, contains a large room where assembly meetings, lectures, concerts, and Sunday vesper services are held. Bates Hall

also contains the common refectory, kitchens and heating apparatus, a recreation room, studios and class rooms, facilities for classes in dancing and other athletics, and sound-proof music practice rooms.

In the development of the campus, especial attention is being given to Mr. Lawrence's desire for beauty and belief in the cultural effect of an aesthetic environment.

Other construction included in the original plan will in the future provide a building for student interests, with an auditorium, a swimming pool, activity rooms of various kinds, and a chapel; also a group of faculty houses. These buildings will be erected as speedily as funds and growth in numbers warrant.



Group of Dormitories

Fields of Study

Group I, The Arts

DRAWING AND PAINTING — *Miss Coe*

Elementary. Exercises to develop vision and expression. Drawing from human figure and cast. Anatomy. Simple composition. Simple modeling. Color work; theory and application. Still life, landscape, model, composition. Museum and other research; field trips. Weekly lecture, illustrated with slides and other material, on the subject of art analysis. Minimum time, 12 hours weekly.

Advanced. Continuation of work of elementary course, problems to increase in difficulty and complexity in direct ratio to student's ability. Minimum time, 12 hours weekly, of which six at least must be spent in drawing or painting from model.

THEORY AND PRACTICE OF DESIGN — *Miss Coe, Miss Fowers*

Consideration of principles governing pattern and constructional design, and their application to everyday life. Problems illustrative of these principles, some of which will be worked out in connection with the Art Activity. Museum and other research; field trips. Weekly lecture, illustrated with slides and other material, on the subject of art analysis. Minimum time, 12 hours weekly.

SCULPTURE. — *Mr. Derujinsky*

Modeling from the human figure and cast (clay). Direct cutting from solid (soap, wood, etc.). Composition. Minimum time, 12 hours weekly, at least six spent in working from the model. Drawing recommended as leisure-time pursuit.

HISTORY OF ART, ANCIENT AND MEDIAEVAL. — *Miss Fowers*

A survey of the architecture, sculpture, painting and the decorative arts from prehistoric times through the Gothic period.

HISTORY OF ART, RENAISSANCE AND MODERN. — *Miss Fowers*

Beginning with the Renaissance to the present time. The two courses will be illustrated with lantern slides and field trips to the Metropolitan Museum of Art and the galleries of New York.

APPRECIATION AND HISTORY OF MUSIC. — *Madame Charbonnel*

The course in appreciation of music is open to all lovers of music, including those who take it as a major as well as those who desire to take it as leisure. For the student who is interested in the history of music as well as appreciation a special reading plan is arranged. The bibliography will evolve from the programs of the appreciation work. This schedule will allow for flexibility and will be adjusted to the individual's requirements. It is hoped that from the acquired knowledge the student will be stimulated to trace for herself evolutionary tendencies. The work in appreciation without history will be credited as a major course only for certain *music* students upon arrangement with the instructor. It may also be taken as a leisure time pursuit.

MUSICAL THEORY. — *Mr. Hart*

The theory course will embrace the following subjects:

1. Ear training: the recognition of time patterns, rhythm intervals, chords and modulations.

2. Harmony and melody: first year through inversion of triads and dominant sevenths. Second year through modulation and altered chords. The writing of original melodies and two-voiced inventions.

3. Keyboard Harmony: improvisation and the playing of chord progressions on the piano with fluency. The ability to harmonize basses and simple melodies at sight.

4. Analysis: the study of two and three part folk tunes and pieces, as well as works by the master in regard to melody, form, voice leading and harmonic structure.

PIANOFORTE. — *Madame Charbonnel, Mr. Hart, Mr. Potter, Mr. Vellucci*

Individual lessons cover: technique, tone production, five-finger exercises, scales, etc., speed, clarity; interpretation, Classics, Romanticists, Moderns.

Interpretation classes give opportunity to pianoforte students to play for a group; students analyze and classify numbers before playing; also give a short biographical sketch of composer; criticism of playing is followed by class discussion. Joint recitals with violinists and students of voice; accompaniments; assisting soloists, pianoforte recitals.

VIOLIN. — *Miss Nichols*

Scales in all forms and standard technical studies are used to give the essentials of an adequate violin technique. Careful attention is paid to the analysis, interpretation and performance of classical and modern compositions, including sonatas and other forms of ensemble music.

VOICE. — *Mr. Swinford, Miss Knoeller*

The study of the voice for beginners consists largely in the study of the elements of tone production that in each voice, speaking as well as singing, there may develop as much as is possible of beauty and flexibility.

At first, breathing exercises and the production of single tones are important to assure correct *attack*. Later the scale and arpeggio are studied to develop the complete instrument in a single register, and to produce each tone in the same manner as every other tone, with the maintenance of a real legato throughout the compass of the voice. Songs are first treated as *vocalise* and later are used to perfect the diction. Eventually they are studied for correct phrasing and for interpretation. The student's own interpretation is encouraged for it is here that the re-creative ability of the singer manifests itself.

Song material is, whenever possible, selected from the music library by the student. Often, too, a student is led to further study of the foreign languages after discovering among their songs some she wants to sing.

SOLFEGGIO. — *Mr. Vellucci*

This is not major work but supplementary to other work in music, especially voice. The purpose of solfeggio is to impart to music students in general a correct and practical method which will present the right rhythmical proportion of the single notes composing the beats of a musical theme, the recognition of their respective time-values, and the recognition of each note in its relation to the rest.

Furthermore it will enable the pupil to tell the time-values of notes which sometimes are grouped in such a manner as to be misleading. It will accustom the pupil to effect time changes with precision. By aural and vocal coordination, intervals will be easily and quickly evaluated. It is especially helpful to vocal students.

CREATIVE WRITING. — *First Year* — Miss Liddell, Miss Little

The first-year course offers constant practice in writing — sketches, articles, verse, short stories, critical and personal essays — supplemented by a good deal of reading. It is, in short, a year-long attempt to help each student discover her own best veins of literary material, the forms which best embody her material, and a few of the fundamental laws of literary creation.

CREATIVE WRITING. — *Second Year*. — Miss Liddell

The second-year course pushes further some of the first-year discoveries regarding literary material, literary forms, and the laws which underlie creative writing. It provides opportunities for advanced work in the writing of short stories, personal essays, verse, and criticism, and also for some elementary work in the technique of the novel and the play. Each student specializes in the kind of writing which she likes best or else she continues, as during the first year, to experiment with a variety of forms.

Opportunities in Addition to Major Courses Open to the Entire College Community

WEEKLY LECTURES IN ART APPRECIATION. — Miss Coe

1st semester: analysis of works of art — paintings, sculpture, architecture and the minor arts.

2nd semester: brief survey of history of art with especial regard for aesthetic significance and relation to epoch that produced them.

Students are required to keep a note-book, and a scrap-book of illustrative material.

Weekly lecture for all students of Elementary Design and Elementary Drawing and Painting is open also to all students of the college as a listening course, or part of leisure time.

A SERIES OF TEN LECTURES ON THE PHILOSOPHY OF ART. —

Mr. Harwood Simmons

An analysis of the function of art, and its relation to other phases of human interest and conduct. An historical survey of the main attitudes in the philosophy of art from Plato to our day. The psychological factors involved in appreciation and a study of the characteristic aesthetic values in each of the major arts.

Special attention is called also to the course in appreciation of music (p. 26).

Group II, Literature and Foreign Languages

WORLD FIGURES IN LITERATURE. — *Dr. Burton*

Homer: greatest of epic poets. Plato: the Socratic dialogues. Vergil: Italy's epic poet. Hafiz, Omar: two poets of the Orient. Dante: Italy's poet seer. Molière: France's typical playwright. Saint Beuve: France's typical critic. Cervantes: Spain's greatest satirist. Shakespeare: England's greatest poet-playwright. The King James Bible: central culture-book of the race. Goethe: Germany's man of letters. Tolstoy: Russia's vatic man. Ibsen:

shaper of modern drama. Dickens: creator of character. Emerson: America's voice with vision.

About two lectures, *i.e.*, four hours, on each figure. Assigned readings on all writers. If summer reading is desired, acquaintance with Homer's *Odyssey* in the Butcher-Lang translation is suggested.

THE ROMANTIC POETS. — *First Half-year.* — *Dr. Burton*

The famous group of English poets represented by Scott and Byron, Coleridge and Wordsworth, Keats and Shelley, with the significance of romanticism as a reaction from the earlier classicism. The work of these poets will be freely read; students are also advised to secure Palgrave's "Golden Treasury of Songs and Lyrics."

THE BIBLE. — *Second Half-year.* — *Dr. Burton*

The Bible as literature. This course aims to present the new appreciation of the Bible, which makes plain through the better arrangement, printing, and editing of the books that make it up the fact that it contains masterpieces of literature in the various forms — essay, drama, fiction, poetry, biography, oratory. The Modern Reader's Bible will be used throughout the course, and all students should possess themselves of a copy. Full attention will be given to the incomparable idiom of the Bible, and the relative merits of the different versions of the scriptures studied.

AMERICAN LITERATURE. — *Mrs. Brebner*

The purpose of this course is to explore American literature, to discover those portions of it which

have literary merit combined with the strongest native quality and the least dependence on Europe and tradition. The course does not aim to be an historical survey of American literature, and most of its materials will be of the nineteenth and twentieth centuries.

MODERN DRAMA. — *Miss Little, Mr. Oliphant*

This is a course covering the whole of modern drama in all countries from the production of Doll's House to the present day. The drama will be considered in relation to the thought of the time and the intellectual movements of our age. The best dramatic work of Scandinavia, Russia, Germany, Belgium, France, Southern Europe, the British Isles, and the United States will be the subject of study and discussion.

MODERN BRITISH AND AMERICAN DRAMA. — *Mr. Oliphant*

A course covering the drama of the English speaking world from the Renaissance of the English theatre in the early nineties to the present day. Among the dramas to be discussed will be those of Wilde, Shaw, Pinero, Barker, Barrie, Galsworthy, Synge, Dunsany, O'Casey, O'Neil, Green, Kelly. Every play studied will be considered not merely from the purely dramatic point of view, but also as an aspect of life, the social and psychological bearing of each one being stressed.

SHAKESPEARE. — *Dr. Smith*

The major plays of Shakespeare will be read and studied. The viewpoint is that Shakespeare was a

playwright who produced his work for a specific theatre, a specific company of actors, and an Elizabethan audience. Therefore the course will include a study of Shakespeare's life and times, and of the plays on the stage.

THE ENGLISH NOVEL. — *Dr. Marburg*

This course in the novel has two objects: first to study a particular literary form as an artistic production in which certain craft problems evolve; secondly to see within the pages of a novel the human record of the life of its time. The method by which it is conducted is mainly that of discussion. The practical organization of the course falls into four sections. Each section involves a preliminary study of background material through one or two suggestive books, and an intensive study of three or four novels of the period. 1. Contemporary America. 2. 18th Century England. 3. Victorian England. 4. Modern England

During the process of the course fifteen novels will be read by each student and three or four books on background; some work will be assigned on the biographies of authors, and approximately eight papers will be prepared and criticized.

BEGINNING FRENCH. — *Madame Pillois*

The emphasis is upon learning to read and use the language. Formal grammar is introduced only when it is a useful means to this end.

INTRODUCTION TO FRENCH LITERATURE. — *Mrs. Simpson*

The course aims to acquaint the student with representative works of outstanding authors of the

nineteenth and twentieth centuries, through the method of "explication de textes" and extensive reading.

THE ROMANTIC MOVEMENT. — *Madame Reni-Mal*

Beginning with the sources of romanticism in the eighteenth century this course follows the movement through the nineteenth century, including the study of poetry, drama, novel, history, art and the life of the period. The authors studied include: Chateaubriand, Lamartine, V. Hugo, A. de Musset, A. Dumas, G. Sand, etc. The second part of the course is devoted to the romantic movement of today; it includes the study of poetry (Comtesse de Moaille), of the novel (Jean Giraudoux), and of the drama (Jean Bernard, H. Duvernois, etc.)

A STUDY OF THE FRENCH NOVEL. — *Madame Reni-Mal*

The development of the novel in France up to the nineteenth century will be traced by a series of lectures. There will then be studied:

1. Representative novels of the century: Balzac, Flaubert, Zola, Daudet. . . .

2. Contemporary novels: Bourget, Barrès, A. France, Loti, Tharaud, Morand, Estaunie, M. Proust, A. Gide, A. Maurois. . . .

A special study will be made of women writers. About twenty-five novels should be read in the course.

SURVEY OF THE DEVELOPMENT OF FRENCH DRAMATIC LITERATURE. — *Madame Pillois*

(a) Middle Ages and Renaissance: Miracles, mystères, farces, soties.

(b) Classical period: Forerunners, Hardy, etc.; great classics, (seventeenth century) Corneille, Racine, Molière; (eighteenth century) Regnard, Le Sage, Voltaire, Marivaux, Sedaine, Beaumarchais.

(c) Romantic (nineteenth century): V. Hugo, Dumas (père), Vigny, de Musset.

(d) Realists: Scribe, Augier, Dumas (fils).

(e) Materialists: Becque, Brieux.

(f) Théâtre poétique et idéaliste: Rostand.

FRENCH CONVERSATION. — *Madame Pillois*

Conversation on everyday topics with study of the use of vocabulary, idiomatic expressions, etc.

BEGINNING GERMAN. — *Dr. Dexter*

The emphasis is upon learning to read and use the language. Formal grammar is introduced only when it is a useful means to this end.

INTRODUCTION TO GERMAN LITERATURE. — *Dr. Dexter*

For students who have had one or more years of German; reading will be adjusted to the ability of the student. Consistent progress in mastering the language.

BEGINNING ITALIAN. — *Dr. Mastrangelo*

The elementary course aims to master the fundamentals of grammar, syntax and vocabulary of the foreign language for hearing and understanding, reading, speaking and writing it in its simpler forms; also to acquaint the student in a general way with the history, geography and art of Italy.

MODERN ITALIAN LITERATURE. — *Dr. Mastrangelo*

The aims of the instruction in Italian in the second year are to stimulate an interest in and love for the foreign literature by the study of the outstanding masterpieces in prose and poetry of the modern writers; also to acquire skill in the use of the knowledge already gained, and to increase this knowledge.

ELEMENTARY SPANISH. — *Mrs. Simpson*

The primary aim of this course is to give the student a fundamental knowledge of the elements of the Spanish language by means of constant practice in hearing, speaking, reading and writing. Its ultimate purpose is to inspire the student to become an active and sympathetic contributor to Inter-American understanding.

INTRODUCTION TO HISPANIC CIVILIZATION. — *Mrs. Simpson*

The course given in Spanish aims to increase the student's knowledge of Spanish by the intensive and extensive reading of representative works of Spanish and Latin American authors of the nineteenth and twentieth centuries and to stimulate an interest in Hispanic civilization that will conduce to international good will.

*Opportunities in Addition to Major Courses Open to the Entire
College Community*

FRENCH CLUB

1. To know France better; slides will be shown; every week, covering the different parts of the country; also talks by instructors.
2. To know the French language better; a book of

practical French idioms will be used and also free conversation.

3. To know French people better; frequently a French speaker will come and talk to the group.

There will also be social occasions; teas, concerts, plays, etc. In order to make the French Club possible there must be at least forty members at a fee of ten dollars each.

POETRY HOUR. — *Miss Little*

Once a week at four o'clock Miss Little will read and discuss poetry for all who care to attend. Occasionally poets will be invited to read from their own work. The meetings will be entirely informal and opportunity will be given for open informal discussions.

Group III, Natural Science

BOTANY

The course in botany is designed to give the student the fundamental facts of structure and function of plant parts, as well as the evolutionary development of plants from the simplest forms to the most advanced types. The laboratory method is used, thereby insuring first-hand information about the forms studied. Excursions for the study of plant life will be taken to botanical gardens and greenhouses, and into the surrounding country.

ZOOLOGY. — *First Year.* — *Miss Peabody*

In general this course aims to furnish a basis for the interpretation of life as it appears in the animal world; to present to the students through physiological demonstrations and experiment certain activ-

ities peculiar to living things; to develop a view which involves a critical judgment, a questioning and open-minded consciousness of respect for facts as a basis for knowledge; to insure a concrete sense of the gradual evolution of living things from simple to complex; to emphasize the importance of heredity and to give the student some understanding and appreciation of the anatomy and physiology of the human body. The laboratory method will be used so that the student may obtain first-hand information later to be supplemented by reading, with a correlation of the two in conference.

ZOOLOGY. — *Second Year.* — *Miss Peabody*

The work in this course will be planned by conferences between student and instructor and may follow one of several lines of interest such as Heredity, Advanced Physiology or Comparative Anatomy.

MATHEMATICS. — *Miss Joy*

The mathematics taught is individual, each course growing out of the experience and needs of the student. There is work in accurate drawing with tools, in graphic presentation of data used in other courses, in correlation of statistical data, in logical expression in symbolic language, in trigonometry, in the calculus. A weekly lecture on the more popular aspects of mathematics will accompany the intensive individual study.

PHYSICS AND CHEMISTRY. — *Miss Joy*

This course will be developed as an introductory course in either physics or chemistry, according to the preference of each student. The interrelated

aspects of the two sciences will be covered by all students in the group. A brief series of introductory lecture-demonstrations will present the field to be covered. Then the students will begin experimenting, preferably in groups of two or three, later time will be given to rounding out each course with standard experiments, readings, and lecture-demonstrations. Special qualifications for advanced work in either field will be recognized.

GENERAL PSYCHOLOGY. — *Dr. Abel*

An orientation into our psychological development and equipment with emphasis on its application to art, music, literature, and the drama. A consideration of psychological functioning in all its aspects, as imagining, thinking, feeling, doing, learning. A treatment of the role our mental life may and does play in appreciating, judging, evaluating, and also creating works of art, literature, drama or music. A student may choose one or more of these four fields to work in. There will also be comparisons between the mental life of children, primitive peoples and civilized adults and their aesthetic means of expression. In the laboratory period both experiments in general psychology and in its application to aesthetics will be carried on by the students.

GENERAL PSYCHOLOGY. — *Miss Bird*

A survey of the field of psychology applied to the study of the individual, her activities and conditions affecting her behavior. Relationships will be traced between psychological facts and the personality and competence of the individual. Topics studied, with

their practical application, will include: inheritance; individual differences; conditions and methods of effective work; learning; thinking; the psychological influences of such factors as age, sex, and race; fatigue; sleep; drugs; and certain elements of environment. Discussions, demonstrations, class and individual experiments, tests and field trips will be planned.

GENERAL PSYCHOLOGY. — *Dr. Duffy*

A study of human behavior with special attention to the development of behavior from simpler forms in animals and the human infant to more complex forms in the human adult. Among the forms of behavior which will be analyzed are the emotions and their significance for conduct, the thought processes and how they operate, problems of personality development, the motivation of behavior, individual differences and their significance, and the influence on behavior of heredity and environmental factors. The first few weeks of work will attempt to provide a setting for the study of behavior through a brief consideration of the physical world and man's place among living things. Laboratory work will furnish illustrative material.

PSYCHOLOGY SEMINAR. — *Dr. Abel, Miss Bird, Dr. Duffy*

For students who have completed satisfactorily one year of psychology. The main body of work will consist of individual investigation and research into any field or aspect of psychology (i. e., social, religious, child, adolescent, aesthetic, industrial, educational, experimental), that is in keeping with a

student's interest and ability. Each student will work particularly with one instructor but will have the cooperation of the other instructors and of the other students in the group. A whole year may be devoted to one piece of work or several different subjects may be taken up during the course of the year. Every two weeks all members of the seminar, faculty and students, will meet together. At this time certain problems and topics, including the place of psychology among the sciences and current trends in psychology will be considered and discussed.

Opportunities in Addition to Major Courses Open to the Entire College Community

ASTRONOMY. — *Miss Joy*

As a leisure time pursuit, astronomy will occupy one evening a week throughout the year. A small telescope will be set up on the roof of MacCracken Hall. Familiarity with the heavens by observation and by acquaintance with the historical myths and theories is the object of the course. More intensive work in the mathematics of the subject will be available for those desiring it.

Group IV, Social Sciences

INTRODUCTION TO ECONOMICS. — *Miss Whitney*

Our business system is studied from the points of view of the business man, the banker, the consumer, and the worker. The business man's point of view will include a description of industry, commerce and farming. The banker's point of view will include securities, money, prices, banking and foreign ex-

change. The consumer's point of view will include retailing, advertising, standards of living and income distribution. The worker's point of view will include trade unionism, unemployment and related subjects. Some attention will be given to modern public questions such as taxation and the regulation of railroads and electric light companies. The course should describe how our system is organized and the relationship to one another of the factors in it.

FINANCE. — *Miss Whitney*

This course will explain the modern corporation and the securities which it issues to investors with some criticism of recent changes. This will be followed by a study of money both here and abroad and of modern banks. An attempt will be made, first, to tell the relation of the individual and the business firm to the banker, and then to find out how the banking system may influence the prices of goods and securities. As this is an advanced course dealing with only one part of Economics, it will be open only to students who have had one course in Economics either at Sarah Lawrence College or in school. It will not be given unless five students wish to take it.

THE LABOR MOVEMENT. — *First Half-year.* — *Dr. Marburg*

The first effort will be to see the labor movement in its genesis and growth; to study the influence of the industrial revolution upon the development of a working class, to consider the effect of the American environment upon the character of our particular labor movement. The next effort will be to visualize the position in which the modern American worker finds himself; what are the features of industry which

condition the world around him? What is his immediate situation in shop or factory? The course is intended to introduce the student to certain factual material about the labor movement, to accustom her to an impartial examination of data, to assist her in finding intelligent bases for criticism.

SOCIAL RECONSTRUCTION. — *Second Half-year.* — *Dr. Marburg*

In this course the students will study the most important philosophies and programs of social change, such as socialism, syndicalism, and communism. An effort will be made to examine the social conditions in which those radical ideas were born, the leaders who put them into words or action, the minority groups who struggled to realize them, the majority groups who opposed them. The ideas will be followed through to see the changes that were made in them by new thinkers and new circumstances, to see the forms they assumed when transported to alien countries. The study will be developed chronologically, beginning with Karl Marx and modern socialism. The philosophies will be studied in their international aspects as well as their narrower national applications. The effect of the Great War upon the various radical groups will be examined: what opportunities for action presented themselves? What were the new problems of governmental responsibility? Two modern experiments of widespread interest will be considered in some detail, namely the government by communists in Soviet Russia and that by the Labor Party in England. Whenever possible American practices will be used for purposes of comparison. Every effort will be

made in the process of the course to examine data both sympathetically and critically.

SOCIOLOGY. — *Dr. James*

This course is designed to acquaint the students with the general field of Sociology. Sociology will first be studied in its relations to other fields of knowledge which are already somewhat familiar to the average student. Following this, social problems and methods of earlier days will be examined, and evaluated in relation to present-day problems. Through this general survey the more specific interests of the students will be discovered. The class will then be divided into four interest groups under the suggested headings: The Family, Immigration, Community Problems and Social Origins, for approximately four months of study. For one month each student will study a cultural group of his own choosing, such as the Russians, Italians, Scandinavians, or the American Negro. During the last month the class will study the Social Survey as a method of evaluating community needs. Throughout the year constant attention will be given to current events in social affairs and to class discussions.

SOCIAL PROJECTS. — *Dr. James*

The course in Social Projects will be open to those students who have had work in psychology, economics, history or sociology who wish to continue their study in specialized fields. The group meetings will be used for the presentation and discussion of the special projects thus providing an open forum through which all members of the group may become familiar with a wide range of social subjects. The

following are six suggested fields of study; the final selection of projects will follow upon the progressive interest and preparation of each individual student: Progressive Education, Projects in the Field of Industry, Community Organization, Immigration and Race Problems, the Family, and Social Origins.

THE BUILDING OF A CULTURE. — *Miss Fales and Mrs. Lynd, in co-operation with other members of the Science Groups*

This course aims to further the understanding of contemporary American culture through an intensive study of certain current human activities against the background of a widely different culture in which the same activities may be observed; to show the interrelationship among these activities and the others which make up a culture; to give some knowledge of the processes involved in culture building and change; to give experience in discovering and interpreting social facts. The activities suggested for study are those concerned with the family, getting a living, religion, and art.

An introductory period will be given to a brief study of the background of man and prehistoric culture. The culture chosen for closer study and comparison with contemporary America will be ancient Egypt. In as far as possible first-hand materials will be used and students will gain experience in obtaining and evaluating evidence. For the early periods students will make extensive use of the materials in New York museums; for contemporary study they will collect first-hand data or study reports of current investigations.

THE RISE AND DEVELOPMENT OF AMERICAN CIVILIZATION. —
Miss Fitch

This course will trace the development of the United States from the foundation of American nationality in the colonial era to the present day. A careful analysis of contemporary problems will be based upon a consideration of leading social and economic aspects of American civilization since the middle of the eighteenth century.

FAR EASTERN CIVILIZATION. — *Miss Fales*

This course will be offered as an introduction to the life and thought of the Orient today. The problems and potentialities of the Far East in relation to the western world will be stressed. The course will trace the development of civilization in China, India, Japan, Siam, and Java, seeing the echo of European problems in the Orient, and emphasizing basic causes of present-day difficulties in the structure of the Chinese and Indian civilizations. The art of China, the family and Confucianism in China, the development of religious thought in India, and the ruins of Angkor will fill important places in the year's work.

MEDIAEVAL HISTORY. — *Miss Evans*

This course deals with the history of Europe during mediaeval and renaissance times. A brief survey will be given of the condition of western Europe at the downfall of the Roman Empire. The course as a whole, however, will tend to emphasize the elements of mediaeval culture and the development of the institutions of that period which merges into the Renaissance. The literature and art of both the mediaeval

and renaissance periods will be dealt with and this course should form an excellent background for courses in literature or the history of art to the sixteenth century.

MODERN EUROPEAN HISTORY. — *Miss Evans*

This course begins approximately with Europe in 1600, after the formation of national states, continuing to the World War. In every case the development of civilization and institutions is stressed and such topics as growth of democracy, nationalism, imperialism, etc., are emphasized. It is hoped that a background will be created which will give an intelligent understanding of modern international problems.

THE NEW WORLD. — *Miss Fox*

The course aims to cover political, economic and social changes of world significance since 1914. It will include a survey of European imperialism during the late nineteenth century, the causes of the World War, diplomatic negotiations during the war, the peace treaties and national and international developments since 1918. Special attention will be given to Soviet Russia, Fascist Italy and the League of Nations.

A senior high school or college course in modern European history should precede this course.

THE DEVELOPMENT AND SIGNIFICANCE OF NATIONALISM. —
Miss Fox

The emphasis of this course lies on the development of present day national states and on the significance of contemporary nationalism. In order to

understand the roots of the present order, the first semester is devoted to an analysis of national feeling and a survey of its manifestations in primitive, ancient and medieval civilizations.

RELIGION. — *Mrs. Murphy*

The materials of the course during the first half-year will be chosen from at least two of the world's great religions: Hinduism, Buddhism, Confucianism, Judaism, Mohammedanism, and Christianity. The class discussion will analyze the needs which are served by different types of religion; the experiences which have given rise to different forms of religious thought and expression; and the interaction of religious influences with other social forces in the civilization studied. The work of the second half-year will focus upon those aspects of contemporary American religious life and thought which are of most interest to the student. The work of the class will be to make a special comparative study through the year of some ethical or religious problem or type of literary or art expression of religion, and emphasis throughout the year, both with respect to materials studied and the approach followed will depend on the background and interests of the class.

ETHICS. — *Second Half-year. — Miss McClammy*

The aims of this course are: (1) to awaken in the student a sense of the genuine reality of moral problems and of the value of reflective thought in dealing with them. The approach will be made from the viewpoint of the individual and the problems arising within her own experience. From these considerations the work will proceed to a survey of the prob-

lems arising in connection with the established institutions of society. Current newspapers and magazines will supply data for this part of the course; (2) the emancipation and enlightenment of individual judgment is the chief aim of the course.

INTRODUCTION TO PHILOSOPHY. — *Second Half-year.* —

Miss McClammy

It is intended that this introductory course in philosophy shall acquaint the student with the fundamental types of philosophical problems, shall indicate for her their interrelationships, and shall point out some of the implications for practical individual and social life. The aim of the course is: (1) to stimulate a persistent interest in philosophy as an attitude for intelligent inquiry; (2) to serve as a sound basis for further study in philosophy.

INTRODUCTION TO MODERN PHILOSOPHY. — *Dr. Baker*

An attempt will be made to sketch in rather broad outlines some of the most significant philosophical trends in European and American thought from the Middle Ages to the present. In this connection the more exact purpose of the course is an examination of those ideas of philosophical importance which have been implicit in the more immediate concerns of science, economics, political science, ethics, psychology, etc. During the last months the works of three contemporary philosophers, Bergson, Dewey and Russell will be studied in some detail. It is intended that the previous work serve as a background and introduction to this more particular investigation.

The purpose of the course is to make clear the basic rules and principles of proof and discovery. The method of instruction is a study of such principles with an examination of practical examples and applications of the methods to concrete instances in which proof and discovery appear to have taken place. Consequently material will be drawn both from an exposition of these basic rules and principles and from assigned readings which are illustrative of the more abstract subject matter.



Bates Hall

Activities

ART. — *Miss Fowers*

A practical application of the design principles in the textile arts (weaving, block printing and batik), interior decoration, decorative sculpture (pottery, tiles, figurines), illustration, jewelry and etching. Each student is requested to choose the form of activity to which she is willing to devote herself sufficiently to attain a reasonable degree of proficiency.

BUSINESS PROCEDURE. — *Miss Whitney*

1. Students in this activity will budget the funds of the campus activities, also keep and audit their accounts. Students will have some practical experience in advertising in connection with the college magazine, and in retailing in the college bookshop.

2. Some time will be given to personal finance, covering budgeting, accounting and retail buying. Each member of the group will be expected to learn typewriting.

CHORUS. — *Mr. Vellucci*

The Chorus will give programs of serious music during the year. There will be one general meeting a week devoted to a study of composers and their style of choral writing, in which the student will also be coached in conducting. There is also a college Glee Club under student leadership which offers lighter programs. Many students are members of both.

DRAMATICS. — *Dr. Smith*

The activity in dramatics is based on the conception that a play is a unified artistic design involv-

ing acting, writing, costuming, designing, managing, carpentry, stage lighting, etc. Each student is expected to do some work in all these fields. There will be one general meeting each week to discuss the principles of play production, and to lay out the work for the week. A series of plays will be presented to illustrate the principles and to give students practice in play production.

HEALTH EDUCATION. — *Miss Pierce*

The health activity will be organized under the direction of the head nurse. Its members will study such matters as comparative height, weight, and age of the members of the two classes, campus health problems, first aid to the injured, the elements of dietetics with practical application to college life, and other elements of hygiene. There will be field trips to health clinics, laboratories, and other points of interest.

HORTICULTURE

Theory and practice of growing plants for ornamental purposes; methods of propagation such as the making of soft and hard wood cuttings and grafting will be demonstrated, as well as the forcing of bulbs and other plants for winter bloom. Care of house plants and some practice in gardening could be given.

ORCHESTRA. — *Miss Nichols*

The orchestra teaches the technique of orchestral playing, through the rehearsal and performance of classical and modern compositions. Supplementary study takes up the history of orchestral instruments and composers, simple physics of tone as applied to

the various instruments, score reading and writing, conducting, and the analysis of orchestral works.

PIANOFORTE ENSEMBLE. — *Madame Charbonnel*

The pianoforte ensemble is organized for the purpose of aiding the student in ensemble playing and sight reading; also as a means of counteracting too intensive tutoring which one is apt to have in applied pianoforte. This activity includes programs of two and three pianoforte music of great variety. The group meeting is devoted to a study of music criticism, book reviews, current events, pianoforte and its composers, and pianoforte methods.

PUBLICATIONS. — *Mr. Aswell*

The college publications are the *Keynote*, the year-book, and the freshman hand-book. The *Keynote* is the college weekly which gathers in its pages all the timely news of campus events and acts as an open forum of the interests and activities of the campus. It will also publish the best stories, essays and poems written by the students generally. Members of this activity serve on the boards of the publications and make use of this experience in studying various phases of journalism.

SOCIAL SERVICE. — *Mrs. Cavers*

The social service activity offers opportunities to see and discuss with leaders community needs in such fields as public health, recreation, housing, racial and nationality problems, industry and child welfare. First-hand observation is made of methods of meeting these needs. Each student carries on a piece of practical work in a settlement house, nursery school, hospital, or charity organization. Readings, group

reports, and college projects such as a community chest also enlarge the student's knowledge and experience.

Open to the Entire College Community

SPORTS

The Athletic Association with the Director of Physical Education organizes and manages the sports and dancing for the entire college community. Participation in any of the following activities may be arranged for through the don and the Director of Physical Education.

Sports offered are: archery, badminton, basketball, baseball, deck tennis, field hockey, *fencing, golf, hiking, *ice-skating, *riding (both indoor and out), *swimming, stunts and tumbling and tennis.

* These sports have additional charges.



One of the Art Studios, Bates Hall

Annual Fees and Expenses

Regular fees:

| | |
|--|----------|
| Application fee (not returnable) | \$20.00 |
| Tuition | 600.00 |
| Residence | 1,000.00 |
| Activity (except dramatics; see below) | 20.00 |

Optional fees:

| | |
|---------------------------|--------|
| Art: Drawing and Painting | 150.00 |
| Sculpture | 150.00 |
| Design | 100.00 |

Two art courses:

| | |
|-------------------------------------|--------|
| Drawing and Painting with Design | 200.00 |
| Drawing and Painting with Sculpture | 225.00 |
| Sculpture with Design | 200.00 |

| | |
|-----------------------------------|---------------|
| Music: Piano | 200.00-300.00 |
| Use of the Piano | 20.00 |
| Voice (no fee for practice room) | 300.00 |
| Violin (no fee for practice room) | 300.00 |
| Any two music courses | 450.00 |
| Biological or Physical Laboratory | 20.00 |
| Dramatic Activity | 50.00 |

The charge for tuition and residence is payable as follows: a deposit of six hundred dollars (\$600) upon notice that the application is accepted, to be forfeited if for any reason withdrawal occurs after August 15th; five hundred dollars (\$500) on entrance; five hundred dollars (\$500) February 1st.

For non-resident students, four hundred dollars (\$400) is payable on notification of acceptance, to be forfeited if for any reason withdrawal occurs after

August 15th, and two hundred dollars (\$200) February 1st.

Laboratory and art fees are payable in advance at the beginning of each half-year.

The application fee is intended to cover the cost of investigating the student's credentials. Even though the application is not accepted, the college is at considerable expense in arriving at its decision. For this reason, this fee is not returnable in any case.

When space is reserved, the arrangement is understood to be for the entire year. In case of voluntary withdrawal the date is that on which the college receives written notice of withdrawal from parent or guardian. The college reserves the right to drop from its register at any time a student found to be an unsatisfactory member of the community.

A deposit of \$50.00 made each half-year for trips of an educational character will be used only on demand by the student. Any balance remaining at the end of the year will be credited to the student's account or refunded.

Infirmary charges vary in proportion to service required. The room fee is three dollars per day. All special diets must be served at the infirmary at an additional cost of one dollar a day.

Some of the sports available have extra fees: Riding, \$3.50 an hour (\$2.50 for classes of five or more) for single rides, or \$25 a month for members of riding club; *swimming, \$1.00 each visit; *skating, \$.75 each visit; fencing, \$15 for ten lessons.

Charges for all special fees will be rendered every three months.

*Transportation not included.

Admission

Students desiring to enter Sarah Lawrence College are asked to submit the following records:

1. An initial application form, together with fee of \$20 to cover the cost of the investigation of credentials.
2. A personal record form, to be filled in by the applicant.
3. A form to be filled in by the parents or guardians.
4. An academic record and recommendation form, to be filled in by the school principal. Fifteen units of secondary school work of a quality and a kind acceptable to the preparatory school for graduation are the basis for college entrance.
5. A scholastic aptitude test, which is arranged for by the college.

Since examinations in specific subjects are not required for entrance, the amount and complexity of other data asked for is necessarily great, if the process of selecting candidates from the applicants for admission is to be just and to the mutual advantage of the applicant and the college. Blank forms may be secured from the Secretary on Admissions of Sarah Lawrence College.



SARAH BATES LAWRENCE

Sarah Bates Lawrence

SARAH ELIZABETH BATES was born in Monroe, Michigan, on July 27, 1846. Her father, Alfred Gould Bates, the son of Phineas Bates, of Canandaigua, N. Y., was one of the young, early settlers in Michigan and took an active and influential part in the growth of that state. Betsey Ann Elliott, the mother, born in Cayuga County, N. Y., went to Michigan, a bride of eighteen, and proved a help-mate of noble character. Eight children grew to manhood and womanhood and were educated in the local schools at Ann Arbor and West Point. Mrs. Bates held education as the highest of all prizes for her children, and followed the intellectual life for herself even at times when the conditions of living were most unfavorable.

The early beginnings of the Women's Rights movement had her full sympathy and the Temperance movement her earnest support.

Sarah Bates grew up in an atmosphere sincerely religious and of strong moral conviction, in a home full of family love and humor. At the ages of nine and thirteen Sarah Bates and Will Lawrence attended together the little red school house on the hill, and when she was twenty-one he returned from Canada to get the little schoolmate to be his wife.

For twenty-five years their home was in Montreal, Canada, where five children were born and where they prospered. Sarah Lawrence was a careful housekeeper, a wise and friendly employer, helping many a woman to a larger life. She impressed upon her children her strong sense of right and wrong and

the necessity of "doing one's duty," old fashioned though it now seems. She was never idle but always ardent about something to be done at home or abroad. Even in the early busy days she found time for church and Y. W. C. A. work, while by her economy, patience and management she was helping her husband lay the basis of the fortune, a part of which created Sarah Lawrence College.

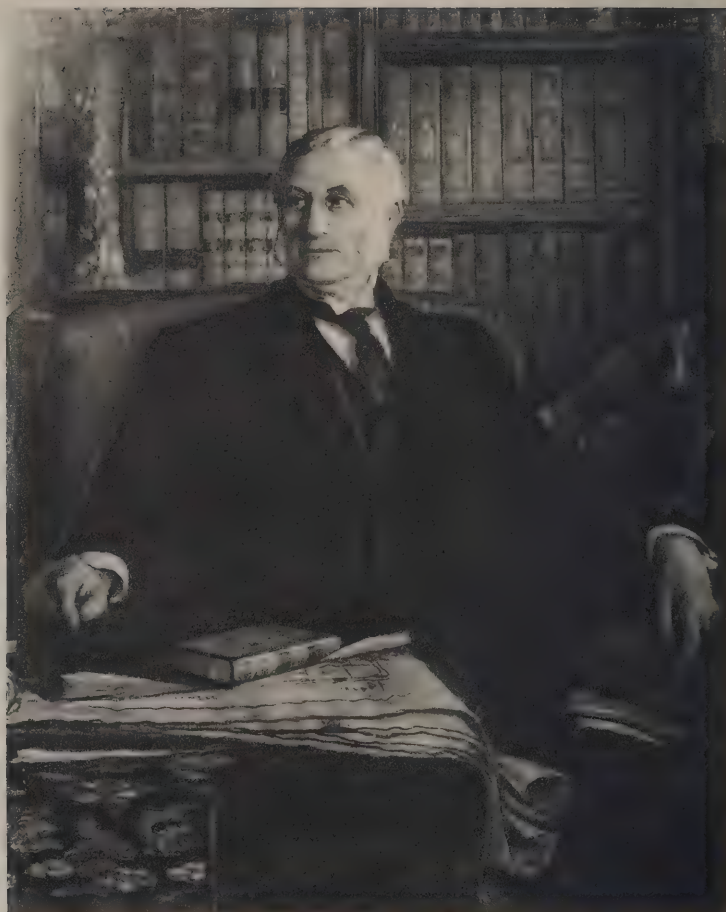
She continued to give of herself and of her income generously to help humanity as the years passed. Moving to New York City in 1889, she engaged in work for The New York Exchange for Women's Work, through her friendship for Mrs. William G. Choate, the founder, and for many years was its president. Her last philanthropic devotion was to a southern negro school, Bethune-Cookman Institute, at Daytona, Florida, recently crowned by a gift from the Board of General Education. To quote from their memorial to her, "We are only a few who were touched by her divine unselfishness, but we know we are better and stronger because she passed our way, lingered and smiled upon us."

Personally, Mrs. Lawrence was beautiful, handsome in bearing, strong in character. The college is fortunate in having loaned to it a portrait of Mrs. Lawrence painted by Violet Oakley. This portrait shows a slender and elegant woman with graying black hair curling against a blond skin, a mouth both tender and humorous, and eyes at the same time confiding and challenging. She was socially gracious, a woman to whom people in all walks of life turned for advice and comfort, sure of her interest and just and kindly dealing. She travelled widely and was

well versed in the current events of the day. Her enthusiasm for the advance of women in education, politics and business was unbounded. She made a habit of church attendance with her family, following it up with a practical application of Christian principles to life. "A sin to steal a pin", "How can a man who has promised to love and cherish his wife until death go about to leave her?" This sort of common sense was an outstanding characteristic.

The period of her schooling was not long, though she attended a female seminary and produced for graduation a dissertation on a Latin theme. In the eyes of Mr. Lawrence the sort of education which she exemplified was something to develop and perpetuate, and he desired to found a college to bear her name and establish her memory.

Wisdom she had and understanding, and her college will not do her proper honor unless it promotes the two in the minds and hearts of its students.



WILLIAM VAN DUZER LAWRENCE

William Van Duzer Lawrence

WILLIAM VAN DUZER LAWRENCE was born near Elmira, N. Y., on February 12, 1842. On his father's side he was a direct descendant in the seventh generation from the original William Lawrence who came to America and settled at Flushing, Long Island, in 1638. On his mother's side, he came of old Dutch stock, the Van Duzer family being identified for many years with Orange County and the Hudson Valley section. His boyhood was spent in Michigan, where he was educated. At the age of nineteen he came to New York and became engaged in the drug manufacturing trade. Five years later, he went to Canada where he established and became president of the Davis & Lawrence Company, manufacturing chemists. He was also founder of the Fellows Medical Manufacturing Company of New York.

Thirty-five years ago, after having concluded large business undertakings, he became interested in Bronxville because of the natural beauty of the country round about and its accessibility to New York City. He purchased a farm of about 100 acres near the railroad station, and with this nucleus he started the community of comfortable homes as it exists today. His first step was to invite a group of men and women, prominent in the world of arts and letters, to settle here — a congenial circle which gave rare quality to the town from its beginning. Gradually he added building after building, each having architectural distinction, and each placed with peculiar fitness in its environment. From the Hotel

Gramatan on the summit of the hill, to the smallest cottage in the valley, the village was developed according to a harmonious plan. In the midst of the town he established his own home — Westlands. His next big project was the building of the Lawrence Hospital which he erected and endowed at a total cost of \$400,000 in 1906. During the same year he helped to build the Bronxville village hall and donated it to the village. He also built a home at Daytona, Fla., where he spent the winters, and where Mrs. Lawrence was much interested in local educational work. Before building Westlands, he had a New York home at Fifth Avenue and Seventy-eighth Street. With characteristic energy he became identified with the life and development of Daytona Beach. At over eighty years of age, he built the Osceola-Gramatan Hotel and at the time of his death he also owned the Prince George Hotel of that city.

About a decade ago, he conceived a plan for a new type of women's college — one where beauty should be the dominant note. He had planned to provide for such a college in his will, leaving it as his last gift to the community so well beloved by him. But after the death of his wife in May, 1926, he determined to start the college immediately as a memorial to her. During the year in which he survived her, he gave himself unsparingly to the founding of this college in her name. He had had several conversations with President MacCracken of Vassar College and had been impressed with Dr. MacCracken's grasp of present day problems. Accordingly, Mr. Lawrence turned to President MacCracken for aid in launching the new college and from him gained the idea of

founding a *Junior College*. Mr. Lawrence, also, felt that the period of formal education was sometimes needlessly prolonged, and that the basis of a liberal education could be secured in two years if the student applied herself to the task with energy and interest, and if the teaching she received was of the best. In December, 1926, the Board of Regents of the State of New York granted the desired charter — the first of its kind in this state. Mr. Lawrence had already set architects to work on the preparation of plans for dormitories, a refectory and service building, an auditorium and student activities building. He went to Daytona for the winter, as usual, where he interested many people of note in his new college. On his return from the South in April, he was prepared to push the plans for building vigorously. And then, most unexpectedly at the end, he died — May 16, 1927.

Mr. Lawrence was a planner and a builder, a dreamer of dreams which he later had the power to see realized. In a volume of *Reminiscences* which he prepared for his family and intimate friends, he says on his eightieth birthday: "I find myself enjoying good health, still engaged in business. I find myself surrounded by my wife, children and grandchildren; still fond of travel and the society of friends, as well as the excitement of business. I have also all my faculties as in my younger days, except the sense of sight, which is slightly impaired but does not deprive me of still enjoying the beauties of nature and the cheerful faces of my friends and relatives."

A few years earlier (1913), he says: "My entire experience in life teaches me that he who would

succeed in any walk of life must forego the pleasures and vanities of this world *and work*. I know if I have ever accomplished anything in the world it has been done in the privacy of my own office, or room — by personal effort — not with the aid of society or others. It is a great error to think we must always have amusement or pleasure; our own success in life is greater value.”

Few people have derived more enjoyment from their work than did Mr. Lawrence. The zest which he himself put into it was a great stimulus to those associated in it with him. At the same time, he retained to the end a courtesy and kindness characteristic of the best in his generation. The loss to the student body of Sarah Lawrence College in never having known him is irreparable; but their college is established in the spirit and tradition which he desired for them.



The Sheffield Music Studios

REGISTER OF STUDENTS

SENIOR CLASS 1929-1930

| | |
|-------------------------------|----------------------------|
| Abbott, Anne | Rochester, N. Y. |
| Allin, Jane | Pelham, N. Y. |
| Alverson, Catherine | Buffalo, N. Y. |
| Amerman, Margaret | Scranton, Penn. |
| Baker, Marion | Providence, R. I. |
| Banks, Adelaide | Trenton, N. J. |
| Barclay, Mary | Louisville, Ky. |
| Bardwell, Beatrice | Pittsfield, Mass. |
| Bean, Mary | Turner Falls, Mass. |
| Bettle, Nancy | Haverford, Penn. |
| Birge, Caroline | Buffalo, N. Y. |
| Blanke, Barbara | Greenwich, Conn. |
| Burdett, Elaine | Woburn, Mass. |
| Burton, Catherine | Stockton, Calif. |
| Button, Herrika | New York, N. Y. |
| Buzzell, Rosamond | Summit, N. J. |
| Childs, Sarah | Englewood, N. J. |
| Clapp, Jane | Scarsdale, N. Y. |
| Clymer, Virginia | Forest Hills, L. I., N. Y. |
| Coffin, Carolyn | Detroit, Mich. |
| Collie, Sarah | Schenectady, N. Y. |
| Collord, Dorothy | Buffalo, N. Y. |
| Cook, Mary Bates | Evanston, Ill. |
| Cooke, Evelyn | Detroit, Mich. |
| Crawford, Edith | South Orange, N. J. |
| Crowell, Lotta | Mattapoissett, Mass. |
| Cuzzi, Frances | Mt. Vernon, N. Y. |
| Danner, Helen | Indianapolis, Ind. |
| Davis, Alice | Detroit, Mich. |
| Davis, Gertrude | Chicago, Ill. |
| Davis, Virginia May | University City, Mo. |
| Day, Elizabeth | Schenectady, N. Y. |
| Dearholt, Dorothy | Milwaukee, Wis. |
| Denison, Dorothy | Point Loma, Calif. |
| Diack, Marion | New York, N. Y. |
| Dole, Dorothy | Scarsdale, N. Y. |
| Dreier, Dorothea | Brooklyn, N. Y. |
| Drummond, Gertrude | Bronxville, N. Y. |
| Earp, Imogen | New York, N. Y. |
| Edwards, Elizabeth | Jacksonville, Fla. |
| Farmer, Annette | Montclair, N. J. |
| Fenner, Harriet | Evanston, Ill. |
| Finch, Alice | Birmingham, Ala. |

| | |
|---------------------------------|------------------------------------|
| Finn, Jane | Highland Park, Ill. |
| Fischer, Florence | Seattle, Wash. |
| Flower, Elizabeth | Kansas City, Mo. |
| French, Ruth Joy | Rome, N. Y. |
| Gallagher, Sarah | Cleveland, Ohio |
| Gannett, Madeleine | Cape Elizabeth, Me. |
| Garrison, Lydia | West Orange, N. J. |
| Gates, Mary | Pleasantville, N. Y. |
| Gibbons, Jean | Greenwich, Conn. |
| Graham, Jane Emily | Kansas City, Mo. |
| Graham, Virginia | Scarsdale, N. Y. |
| Green, Eleanor | Portage, Wis. |
| Green, Emma | Rockford, Ill. |
| Hartwig, Elizabeth | Bronxville, N. Y. |
| Harvey, Ruth Louise | Ridgewood, N. J. |
| Henry, Anna Lou | Indianapolis, Ind. |
| Hensle, Hazel | Mt. Vernon, N. Y. |
| Hitch, Sarah | Bronxville, N. Y. |
| Hof, Lillian | Forest Hills, N. Y. |
| Hogle, Mary Katherine | Salt Lake City, Utah |
| Hughes, Charlotte | Ridgewood, N. J. |
| Hymers, Marion | Evanston, Ill. |
| Inman, Anita | Bronxville, N. Y. |
| Jones, Grace | Clayton, Mo. |
| Karsch, Frances | New York, N. Y. |
| Kasten, Gertrude | Milwaukee, Wis. |
| Kidder, Louise | Winchester, Mass. |
| Laws, Florence | Memphis, Tenn. |
| Lord, Helen | Evanston, Ill. |
| McArthur, Mary B. | Los Angeles, Calif. |
| McCreary, Grace | Belmont, Mass. |
| McCreery, Honour | Cornwallville, Green County, N. Y. |
| Maier, Margaret | Princeton, N. J. |
| Manning, Betty | Waterbury, Conn. |
| Marston, Melissa | Tunbridge Wells, Kent, England |
| Marvin, Dorothy | Pelham, N. Y. |
| Maxwell, Lucy | Princeton, N. J. |
| Mercadante, Dorothy | Larchmont, N. Y. |
| Miller, Diantha | San Jose, Calif. |
| Miller, Martha Jean | Detroit, Mich. |
| Mitchell, Ruth | St. Paul, Minn. |
| Mittlestaedt, Desiree | Ridgewood, N. J. |
| Moraweck, Anita | Maplewood, N. J. |
| Muessel, Anne | Pelham Manor, N. Y. |

| | |
|------------------------------------|----------------------|
| Neilson, Britha | Maplewood, N. J. |
| Nichols, Eleanor | Kansas City, Mo. |
| O'Neil, Barbara Blackman | Cos Cob, Conn. |
| Owen, Frances | Parkersburg, W. Va. |
| Parmelee, Mathilde | Paterson, N. J. |
| Parsons, Barbara | New Britain, Conn. |
| Patterson, Betty | Richmond, Va. |
| Pease, Polly | New Britain, Conn. |
| Pope, Lee | Pontiac, Mich. |
| Potter, Martha | Corning, N. Y. |
| Pyle, Victoria | Wilmington, Del. |
| Rawls, Dorothy | Tarrytown, N. Y. |
| Rew, Elinor | Evanston, Ill. |
| Riggs, Virginia | Bronxville, N. Y. |
| Robinson, Evangeline | Manchester, N. H. |
| Rogers, Louise | Hudson Falls, N. Y. |
| Sanford, Elizabeth | Bronxville, N. Y. |
| Shannon, Constance | Dallas, Tex. |
| Sherrard, Virginia | Pittsburgh, Penn. |
| Shreve, Natalie | Schenectady, N. Y. |
| Smith, Charlotte | Greenwich, Conn. |
| Smith, Doris | Bronxville, N. Y. |
| Smith, Frances | Newburyport, Mass. |
| Southworth, Marjorie | Pelham, N. Y. |
| Stevens, Ann | Evanston, Ill. |
| Struckman, Gladys | New Rochelle, N. Y. |
| Swift, Marthabelle | Mt. Vernon, N. Y. |
| Ter Meulen, Yvonne | New York, N. Y. |
| Terwilliger, Marion | Palo Alto, Calif. |
| Vincent, Ellen | New York, N. Y. |
| Ward, Elizabeth | Nyack, N. Y. |
| Webb, Susanne | Montclair, N. J. |
| Whitridge, Betty | Columbus, Ohio |
| Whitten, Maria Frances | West Newton, Mass. |
| Wight, Jean | Portland, Ore. |
| Wille, Jean | Lakewood, Ohio |
| Willett, Elizabeth | Chestnut Hill, Mass. |
| Wolf, Margaret | Oak Lane, Phila. |
| Wolfe, Berenice | New Rochelle, N. Y. |
| Wright, Gertrude | Buffalo, N. Y. |

FRESHMAN CLASS, 1929-1930

| | |
|---------------------------------|-------------------|
| Abernethy, Elizabeth | Pittsburgh, Pa. |
| Acker, Mary Elizabeth | Washington, D. C. |

| | |
|---------------------------------|---------------------|
| Allen, Carolyn | New York, N. Y. |
| Alston, Jane | Mt. Vernon, N. Y. |
| Atkinson, Jean | Scarsdale, N. Y. |
| Balet, Marie | Pelham, N. Y. |
| Ballinger, Alma | Seattle, Wash. |
| Barrett, Kitty | Birmingham, Ala. |
| Bartley, Jane | Minneapolis, Minn. |
| Beadenkopf, Martha | Wilmington, Del. |
| Beardslee, Eleanor | White Plains, N. Y. |
| Bergonzi, Bruna | New York, N. Y. |
| Bitler, Karen Dean | Kansas City, Mo. |
| Bowman, Virginia | Warrenton, Va. |
| Bretney, Adelaide | Springfield, Ohio |
| Briggs, Sally | Lexington, Mass. |
| Broadfoot, Frances | Bronxville, N. Y. |
| Brower, Mary | Baltimore, Md. |
| Brown, Betty | St. Louis, Mo. |
| Bumiller, Jane | Los Angeles, Calif. |
| Burroughs, Mabel | Norfolk, Va. |
| Campbell, Annette | Bronxville, N. Y. |
| Carpenter, Margaret | Cle Elum, Wash. |
| Chace, Jane | Providence, R. I. |
| Chase, Judith | Boston, Mass. |
| Collins, Margaret | Bryn Mawr, Penn. |
| Cone, June | New York, N. Y. |
| Connor, Manie | Maplewood, N. J. |
| Cooper, Miriam | Bronxville, N. Y. |
| Cranford, Victoria | Plymouth, Mass. |
| Crowley, Elizabeth | Danvers, Mass. |
| Cuzzi, Anna | Mt. Vernon, N. Y. |
| Daggett, Maxcyne | Marianna, Ark. |
| Davis, Alison | Marrimac, Mass. |
| Davis, Mai F. | Yonkers, N. Y. |
| Delbridge, Virginia | Grosse Point, Mich. |
| Dickinson, Nancy | Kansas City, Mo. |
| Dillman, Sybil | New York, N. Y. |
| Dillon, Anna | Bronxville, N. Y. |
| Dougherty, Nancy | Bethlehem, Penn. |
| Drever, Gretchen | Glencoe, Ill. |
| Drisler, Elizabeth | Bronxville, N. Y. |
| Dunham, Beverley | Beverly, Mass. |
| Dunning, Sarah | New York, N. Y. |
| Eakin, Helene | St. Louis, Mo. |
| Edgar, Mary Elizabeth | Kensington, Penn. |
| Emerson, Phoebe | Indianapolis, Ind. |
| Fenner, Margaret | Evanston, Ill. |

| | |
|---|--|
| Ferguson, Isabel | Newport News, Va. |
| Forbes, Pauline | Milton, Mass. |
| Frampton, Clara Louise | Webster Groves, Mo. |
| Franchot, Elizabeth | Washington, D. C. |
| Gerli, Evelyn | New York, N. Y. |
| Glaser, Elsa | Staten Island, N. Y. |
| Gray, Martha | Pelham, N. Y. |
| Gray, Penelope | Greenwich, Conn. |
| Haney, Hope | Maplewood, N. J. |
| Hartridge, Agnes | Elmsford, N. Y. |
| Hayes, Isabella | Lewistown, Penn. |
| Henry, Laura Margaret | Indianapolis, Ind. |
| Hillman, Frances | Wilkes-Barre, Penn. |
| Hirsch, Katherine | Cincinnati, Ohio |
| Hodge, Martha | Greenwich, Conn. |
| Humes, Barbara | Greenfield, Mass. |
| Hyde, Elizabeth | Buffalo, N. Y. |
| Johnson, Aileen | Diamond Springs, Eldorado County, Calif. |
| Keena, Aileen | Grosse Pointe, Mich. |
| Keena, Kathleen | Grosse Pointe, Mich. |
| Keller, Eleanor Ann | Highland Park, Ill. |
| Kenna, Elizabeth | New Haven, Conn. |
| Kennedy, Jean | Omaha, Neb. |
| King, Deborah | South Windsor, Conn. |
| Knox, Martha | New York, N. Y. |
| Kruesi, Rowena | Chattanooga, Tenn. |
| Kunkel, Mary | Easton, Penn. |
| Lasher, Gwynne | Yonkers, N. Y. |
| Lawrence, Katherine Van Duzer | Bronxville, N. Y. |
| Levering, Nancy | Greenwich, Conn. |
| Lower, Molly | Cleveland, Ohio |
| Lowry, Margaret | Princeton, N. J. |
| Lund, Dorothy | St. Louis, Mo. |
| McAneny, Elizabeth | New York, N. Y. |
| Martin, Helen Margaret | Detroit, Mich. |
| Martin, Jane | Clinton, N. Y. |
| Mattis, Molly | Champaign, Ill. |
| Mays, Evelyn | Weiser Park, Penn. |
| Meigs, Marcia | New York, N. Y. |
| Moore, Martha | New York, N. Y. |
| Mulligan, Elizabeth | Palisade, N. J. |
| Nast, Helen | Chicago, Ill. |
| Nebauer, Dorothy | Scarsdale, N. Y. |
| Nichols, Madeleine | Boston, Mass. |

| | |
|----------------------------------|------------------------|
| Nicholson, Mary | Scarsdale, N. Y. |
| Niezer, Margaret Sarah | Ft. Wayne, Ind. |
| Norman, Mary | Louisville, Ky. |
| Nutt, Frances | Cleveland, Ohio |
| Oakes, Eleanor | Bloomfield, N. J. |
| Oakes, Juliet | Bloomfield, N. J. |
| Palmer, Florence | Albany, N. Y. |
| Peck, Lois | New York, N. Y. |
| Platt, Elizabeth | Portland, Ore. |
| Pray, Ellen | Narberth, Penn. |
| Reineman, Jean | Buffalo, N. Y. |
| Roe, Jane Margaret | Cincinnati, Ohio |
| Roeser, Nancy | Bronxville, N. Y. |
| Rossin, Carol | New York, N. Y. |
| Russell, Mary Jane | Waterbury, Conn. |
| Russell, Phebe | Boston, Mass. |
| Schwartz, Hilda | Yonkers, N. Y. |
| Scoville, Roxanna | Hampton, Va. |
| Seward, Elizabeth | New Rochelle, N. Y. |
| Shannon, Lois | Erie, Penn. |
| Smart, Eleanor | Manchester, N. H. |
| Snook, Janet | Aurora, Ill. |
| Sterling, Elizabeth | Monroe, Mich. |
| Stone, Margaret | Wilmington, Del. |
| Strong, Eleanor | Buffalo, N. Y. |
| Strong, Jane | Minneapolis, Minn. |
| Sudduth, Mary Louise | Minneapolis, Minn. |
| Tayloe, Virginia | Memphis, Tenn. |
| Thompson, Sarah | Buck Hill Falls, Penn. |
| Townend, Geraldine | Wilkes-Barre, Penn. |
| Van Alstyne, Jane | Bronxville, N. Y. |
| Verry, Deborah | Worcester, Mass. |
| Waller, Virginia May | Chicago, Ill. |
| Ware, Alice | Boston, Mass. |
| Wharton, Rebekah | Dallas, Tex. |
| Whiteman, Anne | Greenfield, Mass. |
| Whitney, Martha | White Plains, N. Y. |
| Williams, Alice | Buffalo, N. Y. |
| Woolley, Dorothy | New York, N. Y. |
| Woolsey, Elise | Rye, N. Y. |

SPECIAL STUDENTS 1929-1930

| | |
|----------------------------------|---------------------|
| Eccles, Florence | Scarsdale, N. Y. |
| Evans, Jane | Bronxville, N. Y. |
| Hamilton, Virginia | Bronxville, N. Y. |
| Hanson, Dorothy | New Rochelle, N. Y. |
| Harwood, Betty | Bronxville, N. Y. |
| Hooker, Ruth | Bronxville, N. Y. |
| Kapp, Carolyn | Bronxville, N. Y. |
| Lee, Angelica | Bronxville, N. Y. |
| Lumbard, Katherine | White Plains, N. Y. |
| McConnell, Graham | Bronxville, N. Y. |
| McConnell, Mary | Bronxville, N. Y. |
| McConnell, Helen | Bronxville, N. Y. |
| Reid, Margaret | Bronxville, N. Y. |
| Robertson, Mary | Scarsdale, N. Y. |
| Scott, Helen Elizabeth | New Rochelle, N. Y. |
| Sellars, Virginia | White Plains, N. Y. |
| Skey, Louise | Bronxville, N. Y. |
| Smith, MacDowell | Bronxville, N. Y. |
| Steers, Charlotte | Bronxville, N. Y. |
| Uniker, Marion | Bronxville, N. Y. |

ELSON COMPANY INC.
BELMONT - - MASS.



3 0112 105943770